

*Democracy in Education**Education for Democracy*

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

“AND as long as I am president of the University of Wisconsin, this complete freedom of thought and expression will be accorded with utter impartiality alike to teachers who entertain conservative opinions and to teachers who entertain radical opinions. The fact that I may think, that an official of the state may think, or that a citizen of the state may think a teacher's opinions wrong-headed or even dangerous will not alter this policy. For the whole of human history presents unanswerable proof that only through the open and unhampered clash of contrary opinions can truth be found.”

—President Frank, University of Wisconsin

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"Believing, as I do, that the freedom of learning is the vital breath of democracy and progress, I trust that a recognition of its supreme importance will direct the hand of power and that our public schools and state universities may enjoy the priceless advantages of courses of instruction designed to promote the acquisition of all knowledge and may be placed under no restrictions to prevent it; and that our teachers may be encouraged to know and to teach the truth, the whole truth and nothing but the truth. This is the path of salvation of men and democracy."—CHARLES EVANS HUGHES, in an address before the American Bar Association, September, 1925.

THEY ARE SLAVES

"They are slaves who fear to speak,
For the fallen and the weak;
They are slaves who will not choose,
Hatred, scoffing and abuse,
Rather than in silence shrink
From the truth they needs must think.
They are slaves who dare not be
In the right with two or three."

—James Russell Lowell.

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One Dollar a Year

Report of the Committee on Academic Freedom and Tenure

R. W. Everett, Chairman
Committee on Academic Freedom and Tenure

At the Tenth Annual Convention of the A. F. of T. held in New York last summer, it was decided to appoint five Standing Committees which were to function during the year. The present report concerns one of these. It was felt that the custom in the past of leaving all problems to the Executive Committee was defective since it was everybody's business to do everything, hence nobody's business to take up specific problems such as State Legislation (relating to education), questions of Academic Freedom, experimental problems in education, professional improvement, etc. With these problems assigned to special committees it was hoped that some definite work might be accomplished during the year. Without the specific assignment of special problems, the temptation is to meet in annual convention, talk enthusiastically, resolve highly, and then go home and wait till the next Annual Convention.

The Convention thus created the Committee on Academic Freedom and Tenure with the following instructions.

"This Committee should deal with situations, either in the classroom or outside, in which the status and freedom of teachers may be concerned. It should develop as our financial resources allow machinery for obtaining information in all cases where freedom of teaching and of expression are interfered with, and also machinery for handling these cases. Until our own economic resources become sufficient for more aggressive participation in defending cases, the Committee should work out the technic of dealing with such cases and help in the direction of local defense. The Committee should secure the cooperation, in this field, of labor groups, such as city central bodies and state federations, and also civic organizations, and the American Civil Liberties Union.

"For the chairmanship of the Committee on Academic Freedom and Tenure, with headquarters on the Pacific Coast, we recommend the appointment of R. W. Everett."

The chairman decided to choose a member from each section of the country that was represented by a Local. He consulted the delegates at the New York Convention, so far as possible, to find who would be best in each locality. Upon returning home he corresponded with the people suggested, and by November 13, had the Committee organized as follows: Secretary, Miss Ethel Battelle; Mr. S. G. McLean. These two, with the chairman, are members of Local No. 31, and represent the California contingent. From the other States there are; Jas. P. Barron of Local 89, Atlanta, Ga.; Arthur W. Calhoun of Local 189, Brookwood, N. Y.; Miss May Darling of Local 111, Portland, Ore.; Miss Amy A. Fox of Local No. 59, Minneapolis, Minn.; Mrs. M. L. Hedges of Local No. 8 of Washington, D. C.; Dr. Lefkowitz of Local No. 3 of New York; and Miss May V. Little of Local No. 52, Memphis, Tenn.

Miss Fox suggested the advisability of asking each Local for a discussion of any or all cases where dismissal of teachers or administrators had occurred, because of personal or political reasons. Also we asked the Locals what action they had taken and with what result. Thirty-one of these letters were sent out on December 3. Eighteen schools have responded to date. Of these eleven reported no cases. The remaining seven have sent more or less full accounts. A digest will be made of these in the near future and the results made public.

Meantime the case of President Suzallo of the University of Washington had attracted wide attention. Here was, very obviously, a flagrant case of a school administrator being dismissed for purely personal and political reasons by a Governor who was willing to prostitute his appointive power to win partisan or selfish ends.

The Chairman of the Committee requested the California State Federation of Teachers, when in session on November 13, to go on record on this question. This they did in the following resolution:

Whereas, the American Federation of Teachers holds, as one of its fundamental principles, that teachers and school administrators should not be removed for personal or political reasons; and,

Whereas, Dr. Henry A. Suzallo appears to have been removed from the Presidency of the University of Washington for reasons entirely apart from his scholastic or administrative actions,

Therefore, be it resolved by the California State Branch of the American Federation of Teachers, that we unreservedly condemn the action of the Board of Regents of the University of Washington in arbitrarily removing President Suzallo, and we heartily commend the Washington State Federation of Labor in its efforts to recall Governor Hartley, to the end that it may be seen that our schools are not to be made the football of politics; and,

Be it further resolved, that this Organization will use its influence to resist any attack on the tenure of competent teachers and administrators.

Copies of this resolution were sent to the Washington State Federation of Labor and to Mr. Suzallo. The latter answered expressing his appreciation for our attitude in the matter but assuring us, as he had assured the American Civil Liberties Union, that this was a State matter and would have to be handled by the people of Washington. The State Federation of Labor attempted to start a campaign to recall Governor Hartley. Up to the present time the newspapers have not announced its success. The Committee corresponded with the American Association of University Professors and the American Civil Liberty Union. Both organizations were glad to cooperate, but there was nothing else we could do, since we have no Local in that State.

At the suggestion of Miss Borchardt, the Committee took up the problem of the Anti-Evolution laws. Such bills have been introduced in Arkansas, California, Delaware, Missouri, Montana, Nebraska, Oklahoma, and West Virginia. A copy of the following letter has been sent to the Secretary of the State Federation of Labor in each State affected.

"Dear Sir and Brother,

"My attention has been called to the fact that an Anti-Evolution bill has been introduced into your Legislature. This is part of a nation wide movement to restrict freedom of thought and freedom of teaching. Even though the Bills were worded as mildly as the one introduced in our Legislature, to the effect that "The

Theory of Evolution shall not be taught as a fact," I think that you will agree with me that they should not be put on the Statute Books. As a matter of fact the "Theory of Evolution," as popularly understood, is never taught as a fact, but who can say how the Courts will interpret the "Theory of Evolution"?

"Even though we may agree that the proponents of these measures are thoroughly honest and sincere, we cannot approve of their methods of striving to limit freedom of thought, and indirectly freedom of research. As Freedom of Thought is one of the cardinal principles of Organized Labor, I trust that your State Federation will take active steps to prevent such bills from being enacted.

"Please let me know what action your Federation will take in this matter, as the American Federation of Teachers and the Science League of America are anxious to cooperate with you in stemming the tide of reactionary legislation.

"As Chairman of the Committee on Academic Freedom and Tenure I foresee in all such legislation a serious, even though unintentional, threat against freedom of thought and academic freedom. A weapon is being created here, the ultimate use of which no one can foretell."

Mr. H. M. Thackery of Little Rock, writes that the bill has been killed in the Arkansas Senate. Their Organization has taken the position outlined by the A. F. of L. The other States have not been heard from. We are also working actively with the Science League of America and The Civil Liberties Union in this campaign.

Also, at the suggestion of Miss Borchardt, the Committee took up the question of Tenure in the States that have no adequate tenure laws. The following letter was sent to the Secretaries of the State Federation of Labor in the thirty-six States whose Legislatures were to meet in January, and who had not Teachers' Tenure Law in its statutes.

"After a careful survey, we find that among others, your State is without Teachers' Tenure Laws. As your Legislature is to meet this coming year it would be an opportunity for Labor to take some action in this matter.

"Many teachers' organizations are run by the superintendents who are secretly opposed to Tenure, with the result that they make little effort and less progress in this direction. And in any case they are not well enough organized to accomplish much. We have found it very difficult to organize the teachers, one reason being that it is too easy to 'fire' any teacher who has temerity enough to try to organize without the leadership of the superintendent. It is for this reason that we write to you instead of the teachers.

"I am sure that you agree with us that it is to the advantage of Labor and Society to have the teachers organized and affiliated with Labor. If Labor would

make a gesture in this direction I feel that it would improve the attitude of the teaching profession toward Unionism.

"We shall be glad to furnish you with copies of Tenure Laws now in operation in several states, or aid in any other way you may suggest.

"As Chairman of the National Committee on Academic Freedom and Tenure, I am very anxious to cooperate with the forces of Labor in cases where teachers are removed for their political or economic ideas. I trust that I may hear from you as to the possibilities in these matters. If it is too late this year, would you be interested next?"

Ten State Secretaries of the A. F. of L. answered, expressing interest, and asking for copies of Tenure Laws from other States. They were as follows: Alabama, Arizona, Idaho, Minnesota, New Hampshire, Pennsylvania, South Carolina, Tennessee, West Virginia, and Wyoming. Copies of the California laws and bills were sent them, but the Committee has not been able to collect tenure laws from other States. A copy of the N. E. A. Bulletin will be sent to each of the above Secretaries as soon as possible.

The committeemen in the three States where we are represented, Minnesota, Pennsylvania and Tennessee, have been requested to co-operate closely with organized labor in at least making a start toward getting an adequate tenure law. In Minnesota the situation is very hopeful. In Alabama the situation has been referred to Committeeman J. P. Barron of Atlanta who is also co-operating in the creation of a local at Birmingham.

We have to enact a new Tenure Law here in California this year. The present statute, enacted in 1921, applies only to schools of eight teachers or over. As this Constitution did not give the Legislature the right to pass special legislation, the law was attacked two years ago on the ground of special legislation. A Superior Judge declared it unconstitutional. Although the matter was appealed, the case looked so hopeless that, with the assistance of the State Teachers' Association and the State Department of Education, the Constitution was amended to empower the Legislature to classify schools. This, however, is not retroactive so does not validate the 1921 law.

The present bill does not, however, make use of the classification provision. It applies tenure to all teachers. We anticipate a severe battle in the Legislature. In the parts of the State where

the small schools predominate, the idea of permanence has made little headway. The ordinary rural school trustee looks upon the right to "hire and fire" the teacher as the chief perquisite of his office. Since few rural teachers ever wish to teach more than three years in the same school, we have changed the probationary period from two years to three in the hope of satisfying both the teachers and the trustees. The trial board is changed from Local to County Board on the application of either party, and the findings may not be reviewed in a court of law on the question of fact. Tenure is to refer to the person, not the position, i. e., a supervisor or principal may be demoted without trial but cannot be dismissed from the system.

The relation between Tenure and Academic Freedom on the part of Federationists is well emphasized in the following quotation from a letter of Mr. James E. Kelley of Harrisburg, Penn.

"Previous to Governor Sproul's term of office many teachers of this State were organized and affiliated with the Federation of Labor. Through the importation of Dr. Finnegan from the State of New York to head the State Department of Public Instruction the teachers organization was ruined. One of his first rulings, supposed to have been written by some of the largest manufacturers of this State, was that teachers had no right to become members of the American Federation of Teachers and that by retaining their membership in that organization he would urge the school directors not to hire union teachers. This ruling was fought very hard but without success."

The above statement may help to explain why Dr. Finnegan's disappearance from Pennsylvania school system was not an unmitigated loss to the cause of education.

The Committee solicits the active co-operation of all members in carrying on a campaign to establish adequate Tenure Laws in every State. So long as such laws are not on the statute books it is inevitable that incidents similar to the one described above will arise to wreck our efforts. Without wishing, in the least to detract from the very important service for tenure performed by the N. E. A., we know that many of the administrators give the idea only lip service, or are openly hostile. Ours is the only organization that can successfully enlist the co-operation of organized labor in this campaign. With this co-operation we may confidently expect the estab-

(Continued on page 11)

Teachers' Tenure in Minneapolis

Amy G. Edmunds
Minneapolis, Local No. 59

The Hallam Tenure Bill is again up for passage before the Minnesota Legislature, now in session. Last year the bill failed to pass. This year, it stands a much better chance. The reason for this advantage is to be found in the disturbances which occurred last spring in the Minneapolis public schools.

The turmoil arose upon the discharge of a number of teachers, two of whom were Federation members, and subsided with the reinstatement of one Federation member and all but two others. At that time, whatever his conviction, the City Superintendent of Schools came out with a public avowal in favor of the Tenure Bill. This fall, he made an attempt to get the teachers to modify the bill by striking out the clause referring to the granting of counsel, but the teachers refused to budge, so that there is nothing now for him to do but either to repudiate his signed statement of last spring, or to back the fight for tenure.

The tenure rules adopted by the school board of Minneapolis (subject to change without notice) require, (1) that the period of probation shall be three years, after which, a teacher shall be discharged for cause only, such cause being given in written notice of dismissal, and specifically stated, at least four months before the end of the term; (2) that such discharged teacher shall be granted a hearing.

In case of one of the Federation teachers, who had taught in the Minneapolis schools for five years, and been re-appointed after a leave of absence, no cause whatever was given for her dismissal.

In the case of the other member who had been employed in the service for fifteen years, general causes such as insubordination and lack of co-operation were given.

The discharge of these teachers was given publicity in flaring headlines in one of the daily papers, and in the case of at least two of the teachers, this was the first intimation of their dismissal vouchsafed to them.

Immediately upon cognizance of the action of the school board, the Teachers Federation called a special meeting of its members to do three things: First, to protest against

such public discrediting of teachers and minimizing of their chances for employment elsewhere; Second, to investigate the reasons for the discharge of Federation members, and to start the work for possible reinstatement; Third, to insist that the board live up to its own tenure rules, and to show how frail is the security to be expected from any tenure rules that cannot be enforced by law.

In this first meeting, which was most enthusiastic, the emphasis was laid not so much on the personal aspect of the case, from the point of view of teachers discharged, but on the fact that the school board had failed to live up to its own rules.

A letter was ordered to be sent to the Superintendent of Schools and the School Board of Minneapolis, covering the four following points:

1. What probation really means.
2. Requesting that the teachers' hearing should come *before* dismissal instead of after.
3. Requesting that the statement of cause should be given specifically.
4. Requesting that transfer with reasonably favorable conditions should be given to teachers trained in specialized subjects.

This last point refers to the first of the two teachers mentioned, who last year had been required to teach Seventh Grade Grammar when her preparation and teaching experience had been in Senior High School history.

An interim committee was appointed to handle the matter of funds for necessary attorney's fees; a speaking committee, to appear before the Central Parent Teachers' Association; and a publicity committee to assist the secretary in preparing the letter of protest and other publicity.

These committees functioned throughout the entire campaign. The interim committee, together with the social committee, raised a defense fund for the teachers, and a continuous stream of letters of protest and inquiry poured in upon the School Board and the newspapers. The speaking committee met with a very conservative reception at the hands of the Central Parent Teachers' Association; but the local branches took the matter up and the city seethed with indignation. The Central Labor Union backed the Fed-

eration not only with their hearty support, but they engineered a mass meeting and passed resolutions calling upon the citizens of Minneapolis to protest against the school board's action in failing to live up to its own rules, and to support the Hallam Tenure Bill.

All this publicity was most welcome to the teachers, although most undesirable from the standpoint of the members of the School Board. But there was worse yet to come. When things had reached the point at which some sort of a move had to be made by the Board, for school was nearing its close, one of the grade school principals, a liberal and much-loved man, father of the Junior High School system in Minneapolis, but a man who had never "played the game," committed suicide in his building, leaving behind him a most scathing indictment of the City Superintendent and the entire administration of the schools, charging the demoralization of the force under the slave-driving tactics pursued and calling for the Superintendent's resignation, and the enactment of a tenure law to protect the school system.

In the uproar that followed this act, the Federation published an open letter to the people of Minneapolis, in part as follows:

"Mr. Gullette was right: the Minneapolis teachers need a tenure law. The lack of such a law has created a kind of advertising hysteria among the principals and supervisors that has resulted in an over emphasis on extra-curricular activities and inter-school rivalries. The consequent pressure brought to bear in the schools disrupts classes, lowers the standard of scholarship, and creates a wrong sense of values. Both students and teachers are breaking under the strain.

"The dismissal of teachers without cause, the granting of conditional five month contracts, the holding-up of contracts for trivial reasons—such as matters of dress, the 'study of a teacher's qualifications' after she has been dismissed, the refusal of any proper hearing for such teachers—these things have given Mr. Gullette grounds for saying, 'At no time during my term of service have the teachers been so anxious, so unhappy and so distressed as they are today.'"

Shortly upon the heels of this dire tragedy, came the re-appointment of all but three of the discharged teachers; indeed, it was said that some of the contracts which had been held up, for what reason the teachers concerned have never been able to find out, mysteriously appeared at their respective buildings that afternoon.

It was just about this time, also, that the city Superintendent suddenly saw the light in the

matter of the tenure bill and that the School Board committee unanimously endorsed it. That this sudden enthusiasm was simply a case of "When the devil was sick; the devil a monk would be," is shown by the fact that this fall, when the atmosphere had somewhat cooled off, two members of the committee repudiated their action. But nevertheless, the publicity given last spring to the lack of tenure enjoyed by the teachers, a lack which the administration had declared did not exist, because the School Board had passed tenure laws which covered all emergencies, was so convincing that tenure support has grown by leaps and bounds.

In addition to the campaign for reinstatement carried on by the Federation, a drive for membership was instituted, and Mr. Stecker, then National Secretary of the A. F. of T., came to us from Chicago to advise. The result is that the membership of the Federation has increased by thirty-five percent, and the teachers are saying, "The Federation is the only organization in this town that stands by the teachers."

One principal was overheard to say, "I would not dare to dismiss a teacher, no matter how much I wanted to, for fear of getting that Federation on my trail."

The fight was certainly worth while, from whatever standpoint it is viewed; and if the teachers have won their right to tenure, it was certainly worth all it cost.

Whatever mistakes were made, were largely the result of inexperience, and we have learned much. The School Board and the public also have learned, we think this lesson: *THAT, WHEN A CRISES COMES, TENURE LAWS NOT BACKED BY STATUTE ARE NOT WORTH THE PAPER ON WHICH THEY ARE PRINTED.*

Note: The Minnesota Tenure Bill is now a law chiefly through the efforts of the Minneapolis and St. Paul Locals.

A GOOD EXAMPLE

To the International Federation of Trade Unions at Amsterdam we are indebted for the news that Sir Thomas Legge, England's Senior Medical Inspector of Factories, has resigned his post because the British Government refuses to carry out the Geneva Convention prohibiting the use of white lead for the painting of buildings. Although such cases of individual disinterestedness are seldom very effective, they are nevertheless among the finest records of humanity.—*Life and Labor Bulletin.*

THE LEGAL STATUS OF THE TEACHER

John E. Kirkpatrick

The status of the public school teacher and administrative seems to be almost, if not exactly the same as that of college instructors and officers. If there is a difference, it appears in the entire absence of any traditional right of office for the public school teacher. It is a wholly contractual relation. But as such, the courts will defend the teacher against its arbitrary violation by school officers. A California court decided in 1887, that the San Francisco board of education might not lawfully remove a teacher from her position without an opportunity for a hearing before a proper committee. The Wisconsin court, in 1859, decided that the superintendent of schools in Watertown might not be removed from his office except for "just cause," and that charges brought against him based on actions of a previous year, after he had been reemployed, did not constitute such cause. This court also decided in this case that "due cause" was a question of law to be determined by the judicial department of government. It was not a power which warranted removal at discretion, but it acted as a limitation on the power by the legislature to inferior officers.

This study of the legal rights of the teacher may perhaps be best summed up by reviewing further the findings of the court majority in the West Virginia case of *Hartigan vs. Board of Regents*, 1901. The professor in a state university is not, it was then decided, a public officer, neither is he a semi-public officer. He is like a teacher in the public schools, a subordinate of the board of education, responsible to such board and not to the public or to the patrons. The professor takes no oath, gives no bond, does not account for misfeasance or non-feasance in a legal sense, has no term and no duties of a determinate character fixed by law. He does not share in the "sovereign" power of the state. For these reasons he was regarded by this court as a "mere employe," "however distinguished and learned" he might be. Here, it may be said, is clearly, if brutally, stated the present position of the American academic person.

Early in our national period, the professor was not entirely without the rights and dignities

of office. The common law accorded him the right of a hearing upon specific charges and the courts were ready, in part at least, to defend these rights. But toward the close of the last century, all right of office and all rights at common law, had disappeared from the view of the courts. Whatever statutes, ordinances and contracts prescribed, the courts would consider. But right of office, freeholds, dignities, judicial powers, legislative powers, once the possession of the teacher in the school world, had passed to a new class—the lay governor of the school.

And yet the teacher need not be without hope that some day, even in America, he may recover the dignity of his office. Let him be but worthy of his high office, let him command as he may the respect and devotion of his pupils today, the citizens and rulers of tomorrow. Let him take a lesson from his wiser proletarian fellows, and organize strongly enough so that he may bargain collectively with the education boards and gain a hearing in the legislatures. Let him be first citizen and man, that he may win again the position of respect and dignity that belong to his office.

Lastly, for those who have faith in the law as a conservator of rights and a respecter of persons, let him remember that there are neglected possibilities in the common law which might incline the courts to favor the professional resident and principal in the school, rather than the non-resident lay judiciary—the trustee. Let the courts be shown that the trustee is a "visitor," and as such, exercises a judicial function. Then his arbitrary powers of inquiry and judgment disappear and he must deal with the professor, not merely as with a hired man, but as a "freeholder" with the rights of property in his office and of reputation in his profession.

PROPOSED BILL WOULD ALLOW ARMY MEN TO HEAD COLLEGES

Senator Broussard (Dem.) of Louisiana, has introduced a bill (Senate bill No. 4600) to authorize professors of military science and tactics to accept the presidencies of state universities. The bill was referred to the Committee on Military Affairs.

The Trade Unions are both constructive and militant. They propose remedies for every industrial and political wrong. Their success is in proportion to the intelligence and unity of wage workers.

Teachers Unions in Fascist Countries

Dorothy P. Gary
Minneapolis, Local No. 59

This title is a misnomer. It should be—the Destruction of Teachers' Unionism in Fascist Countries. The post-war reaction has set up business dictatorships in twelve European countries and temporarily engulfed all militant unionism—that is, all unionism which has not been willing to take its orders from the new rulers. Especially have the unions of civil servants, including those of the teachers, been under fire. None of these countries was I able to visit, but I talked with union teachers from Italy, Greece, Bulgaria, Rumania, Hungary, Portugal and Spain, secured data and literature from them, and heard their reports on conditions in their countries at the Teachers' International Congress.

It is significant that these teachers, who represented the remnants of organization left among the teachers, had been forced to come, in most cases, without passports and reported anonymously.

The situation of teachers in Italy is typical of the conditions prevailing.

Mussolini vs. Real Unionism

One of the first acts of the Duce after his famous March on Rome, was the attempted seizure and liquidation of the "free" trade-union and co-operative movements as well as the socialist and communist parties, and the establishment of Fascist unions by fiat. The unions and co-operatives which would submit to Fascist dictatorship of their affairs were countenanced. This dictatorship extended to such lengths as *appointment* of Fascists as trade-union executives and the open regulation of organizational policies. The resistance of the unions and co-operatives was ruthlessly handled. Leaders were jailed, tortured and secretly shot. Many were forced to flee the country. The organizations' property was looted, burned or confiscated by Fascists. Dr. Warbasse reports that seven hundred co-operative stores have been so destroyed.

In addition to the military terror practiced by the government, various legal restrictions have been imposed. Non-Fascist unions are now "allowed" but employers can make legal contracts only with Fascist unions! Only Fascist unions can bargain collectively for wages and working con-

ditions. Further, *by law, all unions are denied the right to strike.* Strikers are subject to punishment as criminals. The government decrees that all disputes between labor and capital must be settled by arbitration. When a representative of the Confederation of Industrials, the national manufacturers' association, raised questions in the Chamber regarding compulsory arbitration, the Fascist answer was, "You have nothing to fear. Are we not there?"

Mussolini claims that the workers have a free choice as to which type of union they will join—Fascist or non-Fascist. By an overwhelming majority they have voted for the first. These union teachers declare this the rankest hypocrisy. This is the manner in which the vote was taken. All the workers in a factory are called together to vote for a free vs. a Fascist union. Black Shirts are stationed around the walls while the vote is taken by a show of hands. Even at this so few are willing to vote for Fascism, though fearing to vote for free unionism, that Mussolini has had to decree that if as many as 10% vote for the Fascist form of union, that shall be declared "the choice of the workers."

This reign of terror persists to the present time. It is to the everlasting glory of the Italian workers that in spite of this terror they have continued to defy the Dictator by the thousands, both openly and by various indirect methods.

Mussolini and the Teachers

If non-Fascist sentiments and organizations are considered dangerous among the industrial and agricultural workers, how much more dangerous must they be among civil servants and teachers.

The Duce is quoted as expressing himself on this question in the following manner: "In the national life the teacher accomplishes a function as delicate as that of the officer in action or the magistrate. The teacher who moulds minds and consciences and who can make heroes or traitors, has an important role in the life of the nation. In the State then there should be an atomic unity, no groupings nor organizations."

The following official Fascist document needs no interpretation.

Circular No. 172.
Enclosed with No. 793.

N. 43764/843.

PUBLIC EDUCATION

April 3, 1926.

I have to point out that the Giunta Municipale (the executive organ of the local Authority) in its session yesterday, the 2nd instant, decided not to recognize any organization of local teachers with the exception of the National Association of Fascist Teachers. All teachers loyal to the present Regime who are in the service of this local Authority should belong to this Association.

(Signed) VERGA, Secretary.
GALLAVRESI, Assistant Secretary.

Before the advent of Fascism, the national union of Italian teachers had 5,000 members. Today, it is an illegal organization which must carry on its work in secret. The few hundred who continue their membership do so at great risks, for every school has its Fascist spy. Union teachers and other "disloyal" educators who have dared criticize the Dictator have not only lost their positions and teaching licenses but have been imprisoned, some times secretly murdered, and many exiled to islands in the Mediterranean.

The economic situation of the teachers and workers has worsened as radically as their political and social status. The real wage of an Italian teacher is approximately one half that of an American teacher. The workers' real wages, which by 1920 had been forced by the unions to above pre-war level, have fallen to four-fifths of the 1914 standard, reports "La Giustizia" organ of the Reformist Socialists. As a corollary to this, the eight-hour day has given way to the ten, eleven, twelve or even sixteen hour day in the major industries.

Fascism and the Schools

The so-called Gentile law of 1925 has upset the former educational system. Fascist propaganda has become an official part of education. Fascist hymns and songs, as well as the Fascist salute are compulsory for teachers and pupils. But of course this latter is not peculiar to modern Italy alone!

Furthermore, religious instruction has been made compulsory, and given an important place in the school curriculum. Fascism itself has been made a religion, with its own ritual, dogma, and "days of national thanksgiving and celebration." Each attempt on the life of Mussolini is the occasion not only for an increased reign of terror, but also for another lesson in 100% "Italyism" in the schools.

The following official document also tells its own story.

**FASCIST DOCUMENT
TO SCHOOL GOVERNING BODIES**

Circular No. 176.
Enclosed with No. 793.

HIS MAJESTY'S SCHOOL INSPECTORATE FOR LOMBARDY
To the Governing Bodies of Primary Schools, Nursery Schools, Trade Preparatory Schools for Women.

I am communicating to School Governing Bodies a copy of the letter of the 8th instant, as follows: "H. E., the Minister of Public Instruction, has telegraphed: Today a murderous hand was raised against the man whom the whole nation acclaims and venerates as its Duce and saviour, but once again Providence defended the life of Benito Mussolini, a life consecrated to the love of all Italians, to the safety and honour of the country.

"I instruct that, in all the institutions in the charge of this Ministry, the flag shall be displayed as a sign of joy. Long live Mussolini! Long live Fascism!"

In transmitting the order of His Excellency, the Minister, I instruct that in all Middle and Primary Schools, on the occasion of the reopening of the schools after the Whitsuntide Holidays, the head of the school, the inspector, the head-teacher or the teachers designated by the fore-mentioned, shall call upon teachers and scholars to take part in the joy of the nation on the occasion of the salvation of the Prime Minister, and that, while thanking God who has consecrated His glorious Duce to Italy, of which he is the Saviour and the Reconstructor, they invite all to accomplish their duties in full with a renewed faith, with devotion, discipline and with an ardency more and more effective both in thought and in deed.

(Signed) RICCARDO TRUFFI,
H. M. Inspector for Schools.
FIORI, Acting General Director.

Not only is the educational system suffering from suppression of all freedom of speech and action among pupils and teachers, and through the revamping of the curriculum to meet the needs of jingo patriotism. It has likewise been crippled in its actual physical operation. For example, by the Gentile law, a transformation of rural schools into "temporary" schools was effected, 100,000 pupils dismissed as a result, and a great number of teachers who were in temporary service found themselves unemployed.

Also, the elective Educational High Committee and the local Committees have been suppressed and new Committees have been created, all appointed by the government. The teachers are thus deprived of any right of appeal against the injuries of the Executive power.

But the spirited Italian teachers find ways to

voice their indignation and defiance, even though they risk life itself in doing so.

A recent declaration by the now-illegal Italian Teachers Federation demands:

- A. The re-opening of the closed rural schools.
- B. Restitution to the elementary school its character as a school of the people and a revision of the school program toward this end.
- C. Reform of school administration so as to make it equal to its tasks.
- D. Restoration of the Educational High Committee and the local Committees.
- E. Political civic and personal liberty for teachers of all ranks.
- F. The right of the teachers to form bona-fide unions.

The World Acquaintance Tours appear to offer just what many travelers in Europe are seeking, that is something more than sight-seeing. They furnish, not only the unusual in sight-seeing, but also education, study, understanding, the world outlook and acquaintance with people and places which the average tourist would never be able to achieve. To teachers the most attractive feature of these Tours is, perhaps, that they give opportunity to meet men and women in the countries visited of similar interests with themselves with whom they may exchange views on international and educational subjects.

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A. N. SHERIFF,
Headmaster.

Report of the Committee on Academic Freedom and Tenure

(Continued from page 5)

lishment of the idea that the efficient teacher may do his or her work untrammelled by the fear of personal malice, purveyors of patronage, or local busy-bodies, who would punish able teachers for their independence of mind or freedom of expression.

When this ideal shall have been attained it will then be incumbent upon us to develop an *esprit de corps* which will co-operate actively with school administrators to remove those who are unfit or inefficient. When this time arrives we may hope to be recognized as a profession whose services should be adequately rewarded. We may hope to keep in our ranks men and women of the greatest ability, instead of seeing our calling used as a "Stepping-stone to something better."

The Committee hopes to carry on its work along the lines laid down above, to extend its contracts and to perform some work that shall be of value to the organization and to the cause of education.

CANADIAN TEACHERS' ORGANIZATIONS

Based on Memorandum Furnished by Scott Nearing, Who Spent a Month in 1926 in Canada, Traveling from Toronto to Vancouver

After a period of inconsequential financial education associations, the pressure of low salaries and problems of tenure led to the formation, in 1914, of organizations modeled on the English National Union for Teachers. This organization, beginning in the west, engaged actively in fights to improve teaching conditions, and, by 1922, western groups demanded recognition of the organization. Strikes and lockouts occurred in Edmonton, Moosejaw and Brandon. In Brandon all the teachers were dismissed. The difficulty encountered by the board in replacing them, caused a change of attitude in other places.

Representatives from the western provinces met at Winnipeg in 1920 and founded the Canadian Federation. Since that time teachers organizations in eight of the nine provinces have affiliated. The present membership is slightly more than 20,000. This membership is very unevenly distributed. The cities are generally well organized; the country districts are very badly organized.

The Federation acts as a clearing house for information; as a central agency where the problems of teachers can be discussed. When any cases arise concerning tenure, etc., the Federation raises funds, assists in defense and prevents strike-breaking.

None of the provincial organizations is affiliated to organized labor and none is directly engaged in politics, but the individual members are very active politically, and usually on the side of the farmer-labor movement. The group idea—electing political representatives to stand for an economic group—is gaining in the western provinces. This is bound to mean direct participation of the teaching group in politics.

There is a wide variation in dues, ranging in annual dues of from \$1 to \$25. Of these dues 50 cents goes to the national federation.

During 1927 the Biennial Conference of the World Federation of Educational Associations will meet in Toronto. The Canadian Teachers Federation is acting as official host.

Editor's Note. The American Federation of Teachers is a member of the World Federation of Educa-

tional Associations due to the skillful work of Miss Borchardt and Miss Hardy in Glasgow, where they had to frustrate the determined efforts of representatives of the National Educational Association, who were bent upon limiting membership in the world association to themselves among United States organizations.

EDUCATIONAL WORKERS' UNION—RUSSIA

To give a better idea about the condition of educational workers in the U. S. S. R., we shall state some facts indicating the general situation in the realm of public education.

The Government appropriations for education are growing along with the improvement in the economic condition of the country. In 1924-1925 the public education item in the Government budget amounted to 121,056,000 rubles, and in 1925-1926 to 159,483,000 rubles or 31.1 per cent more; in the local budgets it grew from 226,753,700 rubles to 335,127,500, or 47.8 per cent more, in the same period of time. The wage item in the Government budget increased 29.2 per cent, in the local budgets—51.8 per cent.

The material condition of educational workers has correspondingly improved. During the last two years the salaries of first grade (primary) school teachers have increased 32.1 per cent, and of second grade (secondary) schools—57.1 per cent.

The membership of the Educational Workers' Union has been increasing along with the growth of public education. On January 1, 1925, the Union had 553,904 members, and on July 1, 1926—713,000, an increase of 159,096 members, or over 22 per cent.

Women predominate in the Union. On April 1, 1926, they constituted 54.4 per cent of the membership. They take an active part in trade union work. In provincial executive bodies women constitute 28.4 per cent, in county executives—26.5 per cent; in local committees: in cities, 41.6 per cent and in rural districts, 37.2 per cent. The percentage of women in the Union executives is very high in Moscow province, being 48.8 per cent.

The Educational Workers' Union includes many nationalities. It has done a great deal of work in serving the workers of the different nationalities in their own tongues. In the primary union organizations, business is conducted in the language of the predominant national group; and in the higher union bodies it is done in two languages.

The financial condition of the Union is growing stronger year by year. The budget of the Central Committee of the Union in 1925 amounted to 423,763 rubles and in the first half of 1926 it was 260,045 rubles; for the second half it has been tentatively fixed at 337,000 rubles. The budget of local union organizations has also increased.

The Union possesses considerable special funds—educational, unemployment, health resort, traveling aid. The income of these funds during the first half of 1926 amounted to 331,567 at the Central Committee and 1,150,741 rubles at the local organizations.—*Trade Union Bulletin, U. S. S. R.*

QUOTATION

From *School and Society*, Jan. 22, 1917
John Louis Horn, Mills College, Calif.

American education is a profession of blind alley jobs. Once a man goes into the high-school field he is, unless he can make heroic efforts, doomed to stay there. Within a year or two after beginning his work the average man or woman will have mastered the routine; there is no time and no stimulus for research and scholarly effort, nor even an expectation or recognition of it on the part of the administrative authorities; life becomes dull and colorless.

The work of the high school teacher is organized quite definitely with a view to choking off forever any impulse he may have had in his student days for further study and creative contribution to his field. Five hours a day, twenty-five a week, is his minimum, taking conditions the country over. If he has the economic good fortune to be in a large high school, he may have the intellectual misfortune of grinding out English I five times daily, finish the course at the end of the first semester, and begin the process all over again the second.

That is not all. Extra-curricular activities myriad in number, and a hundred other demands, too well known to be enumerated here, engage him. Every effort is made, consciously or unconsciously, every element of the organization of the high school tends toward, the objective of preventing him forever from taking up the life of a student. And yet, who knows that the arrangement is not working to deprive the world of important contributions to knowledge? Who knows that it was not the very impulse to scholarship, the very interest in things of the mind and spirit, that sent him into teaching in the first place?

WASHINGTON TEACHER ATTACKED

The American Civil Liberties Union has announced that it is "watching with interest" the case of Dr. Henry Flury, teacher of biology in the Eastern High School of Washington, D. C., who has been threatened with expulsion by "patriotic" societies because he won a prize for defining socialism and made an anti-militaristic speech.

The Federation of Women's Clubs, the Daughters of the American Revolution, and the Citizens' Federation are said to be urging the Washington School Board to dismiss Dr. Flury. Union officials declare they are ready to defend his right of free speech and opinion

and his privilege to discuss social questions outside of class rooms like any other citizen.

The attack on Dr. Flury began last January when he received a \$5 prize from the Forum, national monthly, for the best definition of socialism. General Amos A. Fries, chief of the chemical warfare service of the army and commander of the Washington Post of the American Legion, demanded his dismissal from the schools. The Board upheld Dr. Flury. The agitation spread to a group of patriotic societies who are still attacking the teacher. A resolution which he offered at a recent meeting of the Washington Secular League against the use of the U. S. naval radio station NAA for militaristic propaganda by the National Patriotic Council aroused further antagonism against him.

INSTRUCTOR OUSTED FOR DISCUSSING
BERTRAND RUSSELL

Though he was dismissed on the charge of "not teaching English," H. J. Chambers, an instructor of English at the University of Washington, informs the Civil Liberties Union that he was actually discharged because he discussed Bertrand Russell's "What I Believe" with his classes.

Parents are said to have complained to university officials that Chambers was assailing the religious beliefs of his students through the first chapter of the book, "Nature and Man." The matter was brought to the attention of Dean Thompson who declared he left it in the hands of Miss Jane Lawson, Chambers' immediate superior. Miss Lawson denies making any decision. She protests that she referred the case to Professor Dudley D. Griffith, head of the English Department, who in turn accused Chambers of "not teaching English."

CLUB WOMEN FIGHT SCHOOL BOARD BIAS

Into the controversy between the Board of Superintendents of the Board of Education of New York City, and the Teachers' Union enters the Woman's City Club on the side of intellectual freedom. The club is "deeply interested," it says, "in the principle involved in the case of the three teachers (Mr. Lefkowitz, Miss Hardy and Miss Hugham), whose failure to secure promotion has been presented to the public through the Teachers' Union.

"This principle is the intellectual freedom of teachers and their duty to exercise all the rights and privileges of citizens to the fullest extent. Only persons enjoying this freedom and exercising these rights are, in our opinion, fit to be in charge of the education of the young, and any barriers set up by educational authorities to limit these rights and privileges can only result in the debasement of the teaching profession."

It is hoped that this right (of labor to organize and bargain collectively) will never again be called in question by any considerable number of employers.—*Administrative Committee, National Catholic War Council.*

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"This movement they call organized labor is the universal, vital problem of the world."

—Thomas Carlyle.

Competition is the law of death; co-operation is the law of life.—John Ruskin.

THE GOOD OLD DAYS

The "good old days" from which Labor Helped to free us.

Not all the good things of the present day can be classed as Labor's contribution, wholly or in part, but so many of them can that Labor may justly regard the present social improvement as its handiwork in a large measure and may with equal fairness claim that future advancement will be the result of Labor's program.

"Oh, Yes," many will say, "Labor stands for shorter hours, higher wages, and better working conditions." True, but for what else? And what do these things mean? More leisure, better health, better education, better living conditions, more happiness, a better individual, a better world.

The political program of early organized labor contained these clear and specific planks: the abolition of imprisonment for debt; manhood suffrage in states where property qualifications still prevailed; free and universal education; laws protecting the safety and health of workers in mills and factories; abolition of lotteries; repeal of laws requiring militia service, and free land in the west. The absence of these things marked the "good old days"; their presence marks our own. An 8-hour day has taken the place of the dawn-to-dark day; except in states where the

workers are unorganized, the law requires clean, sanitary factories. Wages have not kept pace with the cost of living (1913-100, 1922-166.6, 1925-177.9) and have not regained the level which they held in 1920, but they rose somewhat during 1925, continuing the tendency of the previous two or three years. The foolish, cruel, medieval custom of imprisoning for debt is gone; the morally corrupting and socially degrading lottery is no more. In Washington's day religious and property qualifications limited the voters to 4% of the male population, now universal manhood suffrage is so well established as to have ceased to be discussed. Organized labor was the major instrumentality in establishing the public school system; one hundred years ago the courageous and far-seeing advocacy of free education by Labor was responsible in large part for the establishment of our system of public education to replace such a condition as the following quotation indicates:

"In the Massachusetts legislature of 1825, a committee on education sent inquiries to the mayors and aldermen of all Massachusetts factory towns regarding hours of labor for children and opportunities for schooling. The replies were as favorable as shame, or local pride, could make them; but no town claimed less than eleven hours of steady work per day for children (from 6 to 17 years old) and only two reported so short a day. The 'dawn to dark' day was frankly reported in many cases. Seekunk stated that its child operatives 'work twelve hours; some may get eight weeks schooling.' Waltham failed to state the hours of labor, but said, 'As much opportunity for schooling as can be expected' (!). Billingham honestly declared, 'Work twelve hours per day. No opportunity for school except by employing substitutes.' [This long labor day meant every day in the year, save Sundays, be it remembered, except in a few places where conditions made it more profitable to close the factories for some eight weeks of the winter.] Southbridge reported: 'Average twelve hours. These children are better off than their neighbors' (!). Boston said concisely: 'No schooling.' Fall River with unconscious irony stated, 'Work all day. There are good public and private schools and a free Sunday school.'

"These horrible conditions show even more plainly in a temperate statement by 'Many Operatives' in the *Mechanics' Free Press* for August 21, 1830, regarding children in the Philadelphia factories:

"It is a well-known fact that the principal part of the helps in cotton factories consist of boys and girls, we may safely say from six to seventeen years of age. . . . We are confident that not more than one-sixth of the boys and girls employed in such factories are capable of reading or writing their own names. We have known many instances where parents who are cap-

able of giving their children a trifling education, one at a time, [have been] deprived of that opportunity by their employers' threats that if they did take one child from their employ, a short time, for school, such family must leave the employment . . . and we have even known such threats put in execution. . . .

"In 1832, at a Boston convention of *New England Mechanics and Workingmen*, a committee reported upon the schooling of working-class children with much detail. The summary of that report runs:

"The children . . . employed in manufactories constitute about two fifths of the whole number of persons employed. . . . On a general average the youth and children . . . are compelled to labor at least thirteen and a half, perhaps fourteen, hours per day, factory time. . . . Your-committee also learn that in general no child can be taken from a Cotton Mill, to be placed at school for any length of time, however short, without certain loss of employ. . . . Nor are parents, having a number of children in a mill, allowed to withdraw one or more without withdrawing the whole—for which reason, as such children are generally the offspring of parents whose poverty has made them entirely dependent on the will of their employers, they are very seldom taken from the mills to be placed in school. . . . It is with regret that your committee are absolutely forced to the conclusion that the only opportunities allowed to children generally, employed in manufactories, to obtain an education, are on the Sabbath and after half-past 8 o'clock of the evening of other days. Your committee cannot, therefore, without the violation of a solemn trust, withhold their unanimous opinion that the opportunities allowed to children employed in manufactories to obtain an education suitable to the character of American freemen, and to the wives and mothers of such, are altogether inadequate to the purpose; that the evils complained of are unjust and cruel; and are no less than the sacrifice of the dearest interests of thousands of the rising generation to the cupidity and avarice of their employers."

Education has come with the time and opportunity for education.

Organized labor is trained and efficient, intelligent and glorying in its performances; it is proud of its achievements; it faces the future with head erect, secure in its faith in what the future holds in store; it stands triumphant in the radiant dawn of a newer, brighter day. If the world is to progress labor must never be satisfied with any condition that exists, but must continually demand more and still more. This idea will eventually reach every intelligent wage worker and help to make him still more intelligent and still more insistent on what many are now inclined to consider merely abstract rights, but which are at the foundation of any real progress for humanity. Labor is the emancipation of

humanity, of you and me and all the rest. It believes in brotherhood, in democracy, in humanity. Labor is the relentless foe of all forms of oppression and human degradation. Labor is fighting for the fundamental human realities. It has arrayed its strength against the five enemies of mankind: poverty, ignorance, disease, waste, and inhumanity that it may achieve social justice for all. And the days of the future will be better than the days of the present. The labor movement will do more than its share, as in the past, toward making future days better than present days, just as they did in making present days better than the "good old days."

ALIEN BILLS

Apparently prompted by the idea that all aliens are suspicious characters and should be penalized for coming to America, a series of anti-alien bills has been appearing at each session of Congress since 1922.

At the opening of this fall's session, on December 6th, there were in the Immigration Committee of the House, the Aswell, Sosnowsky, McClintic, Taylor and Hayden bills; and in the Senate Committee, the Holaday Bill which passed the House when it was rushed in at the last moment last June.

The theory of those who propose these bills is that they will "regulate" the alien, and thus prevent crime—for which he is held largely responsible. The Holaday bill is a deportation measure, which proposes to remove the statute of limitations and allow deportation of the foreign-born no matter how many years they have been in this country. This bill would permit deportation of a person who had served a year in prison for any offense, no matter how mild—or an aggregate sentence of 18 months. It also proposes to allow any local officer representing the Department of Labor to issue warrants for deportation instead of the Secretary of Labor himself; and deportation would follow upon the findings of this local officer who had made the arrest, without any chance for appeal.

Of the bills still pending in the House, the Aswell bill is the most dangerous. It proposes registration of all aliens, with finger-printing and photographing of each registrant. An initial fee of \$10 must be paid, with \$5 additional each successive year; all changes in personal appear-

ance—even raising a beard—must be reported; all permanent or temporary changes of address must be reported. Every registrant must show his certificate at any time upon demand of any federal, state, city or county official; and all aliens must be prepared to report at any time or place required by the President of the U. S. when he shall consider it necessary.

The full implication of this last provision can be understood if one pauses to consider how it could be used against the workers in time of strike. This same possibility lurks in all these bills; they will be used against workers, especially active trade unionists, and they will react upon the native-born as well as the foreign-born. If an officer has the right to demand a registration card at any time, how can he distinguish between aliens and citizens? And if the burden of proof is put upon the citizen, it will often be most difficult, even impossible, to prove that he was born in this country. The scheme will eventually prove unworkable unless everyone is compelled to register and soon we shall have a truly Prussian espionage system fastened upon us irrevocably.

All these dangers were seen clearly by President Green of the American Federation of Labor when he said of this bill, "It has all the elements of a strike-crushing, Union-breaking proposal." And the Federation at its last Convention again expressed its unqualified condemnation of all such proposed legislation as is typified by these various bills.

It is with the purpose of devoting itself solely to combating such anti-alien measures, and to carry on naturalization work among the foreign-born, that the National Council for Protection of Foreign Born Workers has opened headquarters in New York, at 41 Union Square, and is establishing branch Councils in one city after another throughout the country. Public sentiment will be roused against these bills by each local group, and foreign-born workers will be shown the advantages of citizenship and given every help in taking out naturalization papers. Trade unions, fraternal organizations, and interested individuals are being appealed to for endorsement and support, and in addition to contributions from these sources the work of the Councils will be made possible by the sale of a twenty-five cent stamp. There is infinite room

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C-tube	broadcast
vitamin	Esthonia
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megabar	mystery ship
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are clearly defined in the "Supreme Authority"—

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for expansion along the lines indicated, and especially in the smaller industrial cities the naturalization facilities are so inadequate that the Council's proposed classes are desperately needed.

The officers of the National Council for Protection of Foreign-Born Workers are President, Joseph Dean of the Moving Picture Operators Union; First Vice-President, Max Orlowsky, of the Machinists Union; Second Vice-President, P. Pascal Cosgrove of the Shoe Workers Protective Union. The Executive Committee includes such men as Timothy Healy, International President of the Firemen and Oilers Union; Max S. Hayes, of the Typographical Union; James Maurer, President of the Pennsylvania State Federation; William Kohn, International President of the Upholsterers' Union and Fred Suiter, International Secretary of the Quarry Workers Union.

The organization of labor into trade unions and federations is necessary, is beneficent, and is one of the greatest agencies in the attainment of a true industrial, as well as a true political, democracy in the United States.

Theodore Roosevelt.

REPORT OF LEGISLATIVE COMMITTEE

Tenth Convention, American Federation of Teachers,
1926

The Legislative Committee believes that the schools can be made to function fully as social instruments when the teachers and the American people, rather than dominant economic interests determine educational policies. The effectiveness of social control can to a large degree be advanced or retarded by legislation. The Legislative Committee is of the opinion that teachers should organize or co-operate with social groups not only to advance legislation favorable to the cause of public education or to block anti-social legislation, but also to take every advance of charter revision or constitutional amendments to incorporate sound educational principles herein recommended into the basic law of the state, or to bring about their incorporation into the platforms of political groups.

In making a survey of legislation, affecting the schools, the committee feels impelled to warn the teachers against certain tendencies in legislation.

Tenure

Human life and human relations are poisoned by fear or the cowardice which it engenders. The havoc wrought by the cowardice of those charged with the responsibility of the teaching of our youth is almost greater than the havoc wrought by cowardice in public life or in international relations. This cowardice is largely due to the fact that teachers who perform their duties efficiently and conscientiously lack tenure or security of position. Any attempts to weaken the tenure laws that now exist, or failure to guarantee efficient teachers a life position strikes at the heart of our great democracy, which depends on courageous thinking citizens. Such attacks, where made openly or insidiously, must be resisted.

The most notorious example of such efforts in insidious legislation, undermining tenure was the enactment by the New York legislature of the so-called Lusk laws and its counterpart on the Pacific coast, the Green bill. Legislation of this type is usually fathered by selfish interests who seek to use the public schools for propaganda purposes. If successful, it destroys academic freedom, tends to undermine teacher morale and to bring the teaching profession into such disrepute that courageous teachers will be forced to resign, while prospective teachers will be alienated from making teaching their life work.

Teachers should be warned against the attempts of local authorities to nullify the purpose of any state Tenure Law—particularly by the issuance of annual contracts or notices to be signed by the teacher as a requisite for employment for the said year.

A novel method of undermining tenure was an attempt to modify the New York pension law, so as to empower the superintendent of schools to compel teachers to undergo an examination at the hands of physicians employed by the Board of Education to test their physical or mental fitness. Teachers refusing to undergo such an examination were automatically deprived of their salaries for four months. If at the

end of that time they still refused to undergo a physical examination, they could be dismissed for neglect of duty without a hearing or trial.

The American Federation of Teachers believes that persons unfit for their work should be dismissed according to the provisions of the tenure law. We regard efforts like the kind mentioned as unwise since the present laws provide a judicial method for ridding the system of unfit teachers and particularly because it places undue power in the hands of administrative authorities who may, if they so desire, dismiss critics of the administration under the guise of ridding the system of unfit persons and without regard to the protection embodied in the tenure law.

A more successful effort to undermine teacher tenure occurred in Buffalo and Minneapolis. Teachers with permanent teaching licenses who had been advanced to higher positions on probation were deprived of their positions without the preferment of charges, without a hearing or trial. The committee regards such action as arbitrary and un-American, a blow at the development of teacher morale and teaching efficiency. The committee recommends the enactment of legislation providing that teachers holding permanent licenses cannot be dismissed from the system during probation for higher license without a trial and the right of appeal as provided for in this section.

Teachers who have tenure based upon local by-laws or upon regulations adopted by boards of education must not delude themselves into believing that they have permanency of tenure. Such a situation exists in the city of Minneapolis where despite local trial regulations teachers were dismissed without a trial and without having definite charges preferred against them thus demonstrating that tenure laws based on local regulation are inadequate. State tenure laws based upon the principles adopted by the American Federation of Teachers is the only safeguard against unwarranted dismissal.

As teachers, we must not only resist all efforts to weaken tenure laws but we must do everything that we can to bring about the reinstatement of teachers who have been dismissed without the right of trial or the right of appeal and to enact tenure legislation in harmony with the following principles adopted at our third annual convention:

1. Tenure, after the lapse of a probationary period not to exceed two years, should be made permanent during efficiency.

2. All dismissals, both during and after the probationary period, should be for cause definitely embodied in the law, such as immorality and inefficiency.

3. After the probationary period, dismissal for any cause (including inefficiency) should be only by a trial board chosen as follows: Three by the school board, three by the teachers, the six to select a seventh who is not to be either a member of the school board or of the teaching staff and who shall act as impartial chairman. At all hearings, teachers shall have the right to be represented by counsel and appeals from the decision of the trial board may be taken to the courts or to the

commissioner of education, where the teacher shall have the right of review on questions of law as well as of fact.

Academic Freedom

Change is the law of progress. If the social value of change is to be secured, teachers and pupils must be free. Unless such freedom is assured intellectual stagnation is inevitable. In certain states of the Union the violation of the principle of academic freedom has been seriously menaced if not nullified by legislation based on mistrust not only of the intelligence of teachers, but of their unselfish devotion to the state and to the ideals of the teaching profession. As teachers loyal to our profession we cannot but deplore the growth of the un-American spirit of political, religious and economic intolerance abroad in the land.

EVOLUTION AND ITS IMPLICATIONS

Dr. Vernon Kellogg*

In connection with the work of Mr. Everett and the Committee on Academic Freedom and Tenure, we present this reprint from *American Federationist*, January, 1927.

Evolution seems to be a real bugaboo to many people. To scientific men, who are men no different from other people except that they observe more exactly and study more intensively the phenomena of Nature than others do, evolution is a well-proved natural phenomenon. It seems preposterous—and dangerous—to scientific men that the teaching of evolution in schools and colleges should be banned. If its teaching should be prohibited, then the teaching of the rest of zoology and botany and geology—in a word, of natural history in general—should be prohibited. For natural history can no longer be honestly taught without including evolution as a part of it. Even were evolution only a theory, and not yet a proved fact, a knowledge of it as a great and interesting theory which attempts to explain rationally many of the phenomena of life on the earth should be taught. Just as we teach, without hesitation and as a part of a full education, a knowledge of other theories, past or present, that attempt to explain various natural phenomena. The "atomic theory" is taught in all school and college courses of chemistry. Why not the "evolution theory"? But evolution is beyond the theory stage. Evolution is a reality.

The attitude of those who will not accept evolution as a proved fact, and who attack it because of what they believe to be its implications with regard to religion, is pathetic and even tragic. And this for two reasons: first, because, as revealed by the whole history of the relation between science and religion, science always finally wins in any conflict between itself and religion whenever and wherever religion tries to hold science back or disregard it; and, second, because the implications of an acceptance of evolution which many religious believers assume are such as to be antagonistic to religion or to exclude it from human life really have no such meaning at all. It cannot be too often declared

that science, and evolution as a part of science, do not nullify religion. Many competent scientists and evolutionists are convinced religious believers. The only real conflict between religion and science comes when an attempt is made by too zealous followers of religion to explain all natural phenomena on the basis of the allegories of the Bible, or when too zealous scientific men carry their science too far and attempt to find in it a substitute for religion. These two fields of human understanding and belief are in truth coexistent and supplementary, not exclusive of each other. In a full human life both play their part, and to limit our knowledge to either alone is bound to result in dangerous ignorance and an incomplete life.

The proofs of evolution have been so often and so abundantly set out in books and articles for the general reader that it cannot be necessary to repeat them here. What I may do here, however, is to stress the cumulative effect in proving evolution that the discovered facts along so many special lines of investigation have. The agreement of all these facts as explicable by evolution and inexplicable on any other basis is positive, and, as an argument, literally overwhelming.

We are used to accept most of the dicta of science. We guide our material life by these dicta. We bet our lives on them over and over again. Eagerly we await and accept the facts of mathematics and astronomy, of physics and chemistry, of geology and geography, as they are constantly being revealed by the scientific workers in these fields. But when the same kind of scientific workers, pursuing their investigations and reaching their conclusions by the same methods and in the same way, announce facts and conclusions in the the sciences of general biology, of anatomy, physiology and embryology, of psychology, anthropology and paleontology, that show the reality of evolution, we do not accept them—because emotions and traditions control us.

We once had emotions and traditions about the revolution of the sun around the earth, and about the earth's flatness, which kept us for a long time from accepting the declarations concerning these matters founded on scientific study, made by astronomers, physicists and geologists. But now we do accept them.

Similarly we had emotions and traditions that postponed our acceptance of the facts and their implications about the seat of the mind, the circulation of the blood, the origin of worms and snakes from horsehairs in water and so on. We now accept the dicta of biologists about these things—but we do not accept their dicta about evolution. We do not want to. Hence, we just simply don't. Curious attitude of mind—but one that cuts a figure, often a large figure, in all the history of the advancement of knowledge.

The scientific evidences from any one of the great fields whose exploration has yielded irrefutable proofs of evolution are sufficient alone to warrant our acceptance of evolution as a fact. But when we add together the evidences from all these fields, the proof of evolution is simply inescapable. These major fields which have yielded the facts that prove evolution are paleon-

*Dr. Kellogg was formerly Professor of Entomology of Leland Stanford University; was associated with Mr. Hoover in the Belgium War Relief Work and U. S. Food Administration and is Chairman of the National Research Council.

tology, or the study of the fossils in the rocks; comparative anatomy and the classification of the million known living kinds of animals and plants; embryology, or the development of individuals belonging to any of these kinds; the geographical distribution of living and extinct plants and animals over the continents and islands, the oceans, lakes and rivers of the world; and, finally, the comparative behavior and psychology of the different living animals.

But there are still other fields of study which yield proofs of evolution, which while less in extent than the major ones are hardly less in importance. One such field, the exploration of which is comparatively recent and still going on actively, is the comparative study of the chemical composition and the physiology of the blood of animals. From this study, carried on with great refinement and delicacy of technique, have come results which reveal the much greater chemical and physiological similarity of the blood of closely related animals as horse and donkey, dog and wolf, etc., than of the blood of more distantly related animals. One recent result of this work is the proof of a distinctly greater likeness between the blood of man and that of the anthropoid apes than between the blood of the apes and that of monkeys! Although we are not descended from the anthropoid apes of today, we are fairly blood cousins of them, and undoubtedly trace our biological genealogy back to common, although far distant, ancestors.

But it is superfluous to list the further sources of evidence for evolution. The major sources already referred to provide enough and more than enough proof of evolution for any open-minded person. It is not more proof that is necessary. What is needed is more explanation of what the acceptance of evolution as a proved fact implies—and does not imply in connection with our understanding of Nature, of the universe, of God and religion. We do all want to know what an acceptance of evolution means for us.

In this connection the very first thing that I would say is that evolution has literally nothing to say about the existence or non-existence of God. It does not explain, in any way, the origin or existence of matter and energy. It does not explain the ultimate beginning of things nor the final outcome of things. It does not explain ultimate causes. It does not explain even its own causes. It is an explanation of methods of change and progress on the earth. It means a certain kind of natural procedure. It explains much of the orderliness of nature. It supplants irrationalness by rationalness.

The acceptance of evolution involves no man in the necessity of casting off religious belief. It may make him cast aside certain theological dogmas, but it does not make him cast aside his belief in true religion and the value of its guidance in his life. Theological dogmas are only unfortunate excrescences that have grown on true religion. They vary with time and place and men. True religion is essentially invariable. The good and the glory of it outlast all incidents of theological history. The true spirit of religion abides regnant in the human soul. It is undisturbed by the "conflict be-

tween science and religion," which is an unreasonable, unfortunate and unnecessary conflict. Indeed, there should be no such conflict. The real conflict is between science and theology. Science and evolution do not invade the field of true religion. But theology does invade the realm of science. And the inevitable outcome of such invasion is defeat. It always has been defeat; it always will be.

VASSAR AND THE CHANGING WORLD

Vassar alumnae initiated a new venture this year by holding, in connection with the annual council meeting in October, a conference of all alumnae on the subject of "Vassar and the Changing World." The second day of the conference, which was planned to discuss the question, "Are we doing all we can as an intelligent and forward-looking group to help solve some of the vital problems of today?" had as its subject, "The Growth of the International Mind and Its Significance." The speakers were Miss Dorothy Stimson, Dean of Goucher College, who spoke on "Intellectual Co-operation"; Miss Ruth Morgan, Chairman of the International Committee on Co-operation of the National League of Women Voters and Chairman of the Peace Committee of the International Suffrage Alliance, who gave her impressions of the meeting of her committee at Geneva this summer, and Dr. Jackh, Director of the School of Politics at Berlin, who made a plea for the international spirit and gave first-hand information on "The New Germany."

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And so beguile thy sorrow. —*Shakespeare.*

THE YOUTH MOVEMENT IN CHINA

Tsi C. Wang, Ph. D. (New Republic)

The Chinese revolution really began, according to Dr. Wang, when the first Chinese student went abroad to study; that is to say, in 1847, when Yung Wing came to the United States. It was many years before other "Argonauts" braved hardships to find the golden fleece of Western learning; Japan was so much nearer. But in 1922 there were 2,600 Chinese students in American institutions, to say nothing of those in Europe and Japan. Could these thousands return home year after year and China remain the same?

One of their first contributions to a new China was the creation of free schools, in which by 1922 there were enrolled 6,000,000 pupils. Another innovation was periodicals in the vernacular. Today there are more than 300 of these magazines, comparing favorably with those on American news-stands. "Educate the masses!"—or its equivalent—is the slogan of New China.

These reforms and many others made appeal to the idealism of youth. So one is not surprised to learn of the birth of the Chinese youth movement in 1911, a crusade that has swept the country. Only youth would have the courage to battle against age-old customs, would dare defy the patriarchal system, Confucianism, imperialism and superstition, entrenched as they are in China. Only youth would dare defy the Powers to have a country as free as any other. And leading them is their own University of Peking.

It is a thrilling story, one that has commanded the admiration of such men as John Dewey and Bertrand Russell.

The footnotes furnish a valuable bibliography to those who seek peace through understanding.

—*Lydia J. Trowbridge.*

Have you seen the new Gazetteer put out by G. & C. Merriam Company? Webster's Dictionaries have been dear to the hearts of many of us for many years, but our affection and appreciation will be intensified by the new book, so attractive in form and so complete in matter as it is. It contains more than 407,000 vocabulary terms, over 6,000 illustrations, 2700 pages, 12,000 biographical entries, and 32,000 geographical subjects. It is right up to the minute in new terms. To its other virtues it adds a reasonable price.

A new magazine (new to us at least) has come to the editor's attention. "Industrial Psychology, the Monthly Journal of Human Engineering," is its very alluring name, which means that it treats of applied psychology. In this letter, it announces "a gold award for proposals for strengthening the morale of the nation's workers." Ordway Tead, business book editor of Harper & Brothers, is chairman of the special jury of award; Whiting Williams is another juror. The contest closes Oct. 1.

Those interested may address inquiries to Dr. Donald A. Laird, Colgate University, Hamilton, N. Y., Editor of "Industrial Psychology."

Six-tenths of a book per person is the mental ration stored in the public libraries of the United States and Canada for the 114,000,000 people, according to figures compiled by the American Library Association during 1926.

But these books are available to only 64,000,000 people. Fifty million do not have local public libraries. Ninety-three per cent of those without public library service live in rural communities. They are scattered throughout every state and province except Massachusetts and Rhode Island.

Pennsylvania has three and one half million people without local public libraries and Texas follows close behind with three million three hundred thousand.

The same spirit of research and investigation that led to the discovery of these facts in the interest of library extension has characterized all branches of the library movement in the year just closed, a year that was notable in library annals because it was the Fiftieth Anniversary Year of the American Library Association.

A two-year study of the library and its relation to adult education was completed by a commission of seven prominent librarians of the United States and Canada and has been published under the title: "Libraries and Adult Education."

Interest in self-education among adults has also been encouraged by the publication in 1926 of twelve "Reading with a Purpose" courses on a variety of topics, each course compiled by a nationally known specialist in the subject.

A comprehensive survey of library work throughout the United States resulted in the publication of two volumes on library administration and service to readers. Another study resulted in the publication of a book on the classification and compensation of library staffs.

The advance in education for librarianship in which the Association has taken the leadership during recent years, was indicated by the establishment of new schools for librarianship at Columbia University, and the University of Michigan, and the announcement of plans of the University of Chicago for an advanced graduate school of librarianship.

Capital is the fruit of labor, and could not exist if labor had not first existed. Labor, therefore, deserves much the higher consideration.—*Abraham Lincoln.*

YOU'LL BE INTERESTED IN—

Hart, Joseph Kinnmont. Adult education. (Crowell's social science series.) 341 pp. N. Y., Crowell, 1927.

Hart, Joseph Kinnmont. Light from the North; the Danish folk high schools, their meanings for America. 159 pp. N. Y., Holt, 1927.

Dunham, Francis Lee. The mental range of educationally handicapped youth. 5 pp. Baltimore, 1926.

Bridge, Gerard. Shakespeare's Catholicity in Hamlet. 166 pp. Beatty, Pa., The Archabbey Press, 1927.

Brinkmann, Carl. Recent theories of citizenship in its relation to government. (Yale lectures on the responsibilities of citizenship.) 126 pp. New Haven, Yale University Press, 1927.

Rees, David Dee. A hint to the wise; correcting some common errors in the use of the English language. 27 pp. College View, Neb., Union College Press, 1926.

An alternative use of force: When the earth trembled, by Richard J. Walsh; The moral equivalent

of war, by William James. (International conciliation . . . November, 1926, No. 224.) 54 pp. Worcester, Mass., Carnegie Endowment for International Peace, Division of Intercourse and Education, 1926.

School Life: Volume XII, Number 2: Published Monthly by the Bureau of Education, Department of the Interior (except July and August); Subscription price, 50 cents per year; single copies, 5 cents each. The feature articles of the present issue are: Freshman Problems Are the Most Difficult that Colleges Meet: A City School Board Organized for Efficient Administration: Function of the College to Train the Common Citizen: Quality and Responsibility of Teaching.

Humanity in Government. By Hon. James J. Davis, Secretary of Labor; Issued by the Department of Labor. Price, 10 cents per copy. Contents: The Department of Labor; Bureaus of Immigration, Naturalization, Children, Women, Labor Statistics; Conciliation Service, U. S. Employment Service, U. S. Housing Corporation and the Federal Board for Vocational Education.

Annual Report of the American Historical Association for the Year 1921. In One Volume with a Supplemental Volume: Cloth: Price, 40 cents per copy. Contents: Proceedings of the 36th Annual Meeting of the American Historical Association: Conference of Archivists: Conference on Teaching History in Schools: Problems of Economic History: Ancient and Medieval History: Conference on English and French History: Modern European History after the Congress of Vienna: The History of Civilization: The History of Science and similar topics.

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THEY PUT IT OVER

A mighty interesting experiment was tried by the 1926 graduates of the Alberta Normal School, Canada. The class organized and pledged themselves not to accept a salary of less than \$1000 a year. Practically all of these graduates are now placed and they have the satisfaction of knowing that they not only assisted themselves into salary advances of \$100 to \$150 higher than was first offered, but that they have done a real service to the rural teachers of Alberta and to the teaching profession generally.

All credit to these new teachers who had to do this for themselves and did it. Society and business are demanding more training, more technical efficiency, more securing of results from teachers, and the public should be educated to see that to secure the type of teacher who can do what society wants done in the schools, they must pay salaries, which will compete with those offered by business to bright young men and women.

I think you know how genuinely I am interested in the fortunes of the American Federation of Labor and how earnest and sincere a hope I entertain that its labors will be crowned with the best sort of success in the promotion of the best interests of the working men of the country.—*Woodrow Wilson.*

"My deep interest in efforts at self education is too well known to need emphasis. Any systematic effort on the part of the organized labor movement to educate the rank and file should have the support of every one interested in intelligent democracy."—*Alfred E. Smith, Governor, State of New York.*

AUXILIARY CELEBRATES FIFTH ANNIVERSARY

Twenty-five charter members of the Auxiliary met at a luncheon on January 17th, at the Town House, to celebrate the fifth anniversary of the Teachers Union Auxiliary. John Haynes Holmes and Ruth Gillette Haróy were the speakers. Mrs. S. S. Goldwater presided.

Mr. Holmes paid tribute to the Teachers Union as one of the few teachers organizations which "realized the responsibility of its members to the public interests they represent." The Teachers Union Auxiliary, he said, is helping to bring about the needed co-operation between the teacher and the parent and the citizen. Mr. Holmes said that political control of the educational system must be ended, intellectual freedom for teachers encouraged and modern methods of education introduced into the public school system.

"Politicians are just as corrupt and far more insidious than they were forty years ago. The only difference is that politicians are more refined than in the days of Boss Tweed. . . . The present outward decency and order is only a coating."

Miss Hardy told why she had joined the Teachers Union and declared that the Teachers Union had, during the ten years of its life, proved its sincerity, courage, and absolute adherence to facts in working for the principles for which it stood.—*The Union Teacher.*

WELCOME LOCAL 195!

The Cambridge Federation of Teachers lately organized by Mrs. Florence Curtis Hanson, Secretary-Treasurer of the A. F. T., held its first open meeting the afternoon of January 18. The report of Miss Bernice Rogers, the new president, says that seventy-five of the teachers came in at this first meeting and a number of others have sent in word of their desire to join. The new officers were installed in office by Mr. Doran, President of the Central Labor Union.

During the time of organization this group tried to arrange a debate on the question of affiliating with the A. F. of T. but could find no one to take the negative. In spite of this seeming public indifference, much insidious and subtle propaganda was carried on against affiliation. A bill filed in the legislature, if passed, would withdraw state aid from any cities permitting their teachers to join extra-state organizations. Though this bill has no chance to pass, it was used by officials to prevent teachers from joining the new organization.

The Cambridge Federation is to be congratulated on its excellent initial membership and organization tactics.

Since the chartering of the new local, the Cambridge School Committee has begun to organize its Council of Teachers, the very thing it said it would not do and about one month too late to head off the union organization, even if such a heading off were possible. Is its purpose to undermine the influence of Local 195? Is it aware that "Teachers' Councils, controlled by the teachers and participating in the determination of educational policies" is part of the program of the American Federation of Teachers?

The older locals of the American Federation of Teachers welcome gladly the new local and assure it of their sympathy and assistance. Organization and affiliation will mean for the new local what it has meant for the others: better teaching conditions, salary, and professional standards.

MICHIGAN STUDENTS CHAPERONED AT TALK ON RUSSIA

The University of Michigan gave permission to Sherwood Eddy, Y. M. C. A. publicist, to make a favorable report of his trip to Russia before Ann Arbor students only on condition that a member of the faculty be present at the lectures to "point out the other side in the 'interest of fair-mindedness.'"

The New Student, in a satirical editorial, intimates that there must be "some deep-seated flaw in college education if students can't be trusted out of sight of a professor." The editorial suggests that to keep both sides before the students during the whole year Scott Nearing be appointed supplementary professor of economics, Upton Sinclair professor of comparative literature, W. Z. Foster professor of public administration, Bishop Montgomery Brown professor of Biblical literature, Floyd Dell professor of sociology, Max Eastman professor of philosophy, and Judge Ben Lindsey dean of men.

OUR LOCALS

St. Paul Men Teachers' Federation, Local No. 43, reports that the teacher tenure bill is progressing favorably.

At the March meeting, E. E. Lenander of Cleveland Junior High gave an authoritative and interesting report of his extended study of extra-curricular activities in St. Paul schools.

On March 11th an especially delightful dinner was given at the Elk's Club under Federation auspices, in co-operation with the St. Paul Alumni Association of Carleton College. President D. J. Cowling of Carleton College, widely known as a brilliant after-dinner speaker of liberal tendencies, was the chief speaker.

ST. PAUL MEN TEACHERS FOR RIGHT TO TEACH SCIENTIFIC TRUTHS

At the monthly meeting of Men Teachers' Federation No. 43 a resolution was passed opposing the passing of restrictive legislation on the free inquiry and instruction in the revealed facts of nature. This resolution is aimed at the proposed anti-evolution proposition now threatening before the legislature. It is as follows:

Whereas, there is a movement on foot to prohibit the teaching in the schools of Minnesota of certain theories which some day may or may not lead to the Truth,

Whereas, our schools should remain free to teach and search for the Truth according to the best light of each generation, and no honest person wants untruth taught in schools, least of all teachers,

And Whereas, legislation embodying such restrictions would constitute a serious limitation of academic freedom, setting a precedent for other restrictive measures and whereas such law would discourage intellectually honest persons from becoming teachers,

Therefore Be It Resolved, that the St. Paul Men Teachers' Federation record itself as opposed to the passage of such legislation.

A resolution was unanimously passed petitioning President Coolidge to arbitrate the Mexican difficulties.

RESOLUTION—LOCAL NO. 3

Whereas the present relations of the United States with Mexico and Nicaragua have reached a most unfortunate and critical stage, and

Whereas the Mexican situation has been created largely by a small percentage of our nationals who have invested in oil lands, mines, and ranches, the greater percentage of such investors having complied with the laws of Mexico, and

Whereas in case of the adjournment of the Congress the situation in Nicaragua may well lead to a condition which will seem to justify the President in proclaiming a state of war with this small republic,

We, the members of the Federation of Women High School Teachers, Local No. 3 of the American Federation of Teachers, do hereby urge that all difficulties in

both countries be submitted to arbitration, that peaceful relations with our sister republics be maintained and that we undeviatingly adhere to the principle of self-determination of small nations.

The following letter was sent by Mr. Everett to all the California Locals.

The following resolution was passed at the recent meeting of the Local No. 31, and has been sent to each of our Senators and our Representative.

The Sacramento High School Teachers' Federation is opposed to armed intervention in Mexico and Nicaragua, and favors a peaceable settlement of all disputes with these Countries.

I trust that your Local has sent something like this, or stronger, already, or if not, that you will do so at the earliest possible moment. You have, no doubt, received a request to this effect from the Chicago Office. I wish to add my assent to the request. When the question of peaceful vs. hostile policy hangs in the balance, as at present, it would be inexcusable for us not to show which side we are on. To allow our State Department to drift into a diplomatic impasse where war might seem a justifiable expedient would be a World tragedy and a National humiliation.

I also suggest that your Locals take steps to inform their Representatives in the Legislature of your attitude on the Anti-Evolution question, A. B. 145, by Heisinger; on the questions of Tenure, Retirement, Sabbatical Leave, and any other Bill that may interest you locally. Have you copies of these bills? If not I will send you copies. I anticipate some hard battles in the Legislature over these questions before the end of the Session. Please look over the field and see what contacts you may have, not only with your own legislators but with others also.

The Research Department of the American Federation of Teachers is the grateful recipient of another gift of \$500 from the Personal Service Fund. When sending this check Mrs. Davis says, "We are much interested in this experiment. We think that the money which we send will certainly be used to good advantage and we are happy to be able to help the work of your Research Department."

The Research Department is taking up the apprenticeship problem, in both its educational and its social and economic aspects. It is taking particular cognizance of the corporation school. The organization whether it be the trade union or the corporation which determines and controls the apprentice or learning period, seems to hold the real power in the industry affected. Could there then be a relation between the company union and the corporation school?

I rejoice at every effort workmen make to organize. I hail the labor movement. It is my only hope for democracy. Organize, and stand together! Let the nation hear a united demand from the laboring voice.—Wendell Phillips.

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